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ABSTRACT

The effectiveness of social studies instruction in the Nigerian state of Borno was investigated with emphasis on teachers' skills. The study had three objectives: (1) to evaluate preservice teacher education social studies programs in terms of their objectives, curricula, methods, media, and evaluation procedures; (2) to evaluate teachers' skills in social studies instruction in secondary classrooms; and (3) to formulate guidelines for improving teacher education for social studies. Principals and teachers at 15 teachers' colleges and three secondary schools in Borno were surveyed through questionnaires. Classroom observations were conducted to determine the quality of teaching in social studies at the secondary level. Responses to the questionnaires indicated weaknesses in the teacher education program. Average scores for the evaluated areas were below 50 percent for objectives, curriculum, methods, teacher competencies, and school facilities. The classroom observations showed low scores for lesson design, rationale of objectives, and teacher procedures. Suggestions for improving the teacher education program include using new teaching and evaluation methods, improving school facilities, designing a new social studies curriculum, and reformulating the goals and rationale of the program. It is recommended that experts study the program in greater detail for further curriculum planning. The questionnaire and the classroom observation checklist are appended. (FG)

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No. 31

WUTAMA BULAMA SAMBA:

EVALUATION OF SOCIAL STUDIES PROGRAMME IN GOVERNMENT TEACHERS COLLEGES OF BORNO STATE, NIGERIA

SP 019 876

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EVALUATION OF SOCIAL STUDIES PROGRAMME IN GOVERNMENT TEACHERS COLLEGES OF BORNO STATE, NIGERIA.

BY

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Report of The Field Work Submitted As Partial Fulfilment For The Award of Postgraduate Diploma In Curriculum Development.

Of The

University of Nairobi, Faculty of Education, Department of Educational Administration Planning And Curriculum Development.

In Association With

African Curriculum Organization Kenya Institute of Education & German Agency For Technical Cooperation (GTZ)

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CHAPTER 1

INTRODUCTION

(A) BRIEF HISTORY AND GEOGRAPHY OF BORNO

With an area of 116589 square kilometers and estimated population of 3,670,000 Borno State is one of the very large states in the Federal Republic of Nigeria.

However, despite this size and large population it is one of the least developed in terms of education. This is due mainly to sequences of geographical and historical reasons. Since western education was first introduced along the coast of Nigeria it had to take a long time before reaching the interior region. There is also the fact that being the first area to receive Islam in West Africa, most of Borno people did not willingly accept western education. For, it seems, the ulama (elites) were at first suspecious of the influence of this type of education which they could not easily differentiate from Christianity.

Borno State has the advantage of being the only state in Nigeria which shares common boundaries with three African countries namely Chad, Niger and Cameroun. It

also has the advantage of being the richest area south of the sahara desert and was land through which trans-sahara travellers used to pass. Hence, it was for many centuries a "melting pot". As a result people of Borno today are predominantly Muslims although there are Christians living in their midst. There are many ethnic groups within Borno State the most numerous of which are the Kanuris, Shua-Arabs, Bura, Marghi, Fulani, Hausa, Kare-Kare and Bolewa.

Most of the vast area consists of the monotonous and undulating Borno plains which descend gently towards the inland drainage area of Lake Chad. In the south and south-west however, are hills and plateaux which form part of the African basement complex. The only notable rivers are those that drain their waters into Lake Chad. These are the Yobe, Yatseram and Lagone. The others are tributaries of the Gongola and Benue rivers which join the Niger.

Climatically Borno belongs to the tropical continental types of climate, noted for their extremes of weather conditions. This climatic region has two types of seasons namely cold dry season roughly from November to March, and hot wet season from April to October. In the highland areas of the south the weather is usually cooler and wetter due to altitudinal influence. As a result the

northern part experiences harsh weather conditions which are detrimental to farming, animal rearing and other human activities.

Generally farming is the main occupation of the people. In the drier, sparsely populated areas however, animal rearing (rearing of sheep, goats and cattle) is given priority. Other occupations include fishing, dying, leather work, pottery, manufacturing of traditional goods and trading. The commonest crops are sorghum (millet and guinea corn), groundnuts cotton, wheat, rice, maize and beans.

(B) Social Studies Programme

Social Studies seems to have developed as a result of the conference of ministers of education of the Organization of African Unity (AOU) members states that took place at Addis Ababa in 1961. For it was then that it was thought that in order to inculcate into African Youth the spirit of patriotism, good citizenship, and international brotherhood solidarity, curriculum ought to be reviewed.

The roles played by the African Social Studies Programme (A.S.S.P) in Nairobi as well as those of the seminar/conference on "Fundamentals of effective Teaching in the Social Studies" (Nairobi, August, 16th-23rd, 1980)

the Oxford Conference of African Educationists of 1969, and the 1968 conference in Mombasa, Kenya, in translating and disseminating this new educational philosophy deserve special mention.

Among the motives for the introduction of this programme was the need to make the student learn through the use of a multi-disciplinary approach. This approach led to the integration of courses into Social Science, Social Studies, General Studies, Stydy of Society and consumer education. It was envisaged that learning would be much easier and more effective through the integrated approach rather than a concentration on single disciplinary subjects like geography, history, government, political science, and economics. Many educators in this respect seem to be in agreement with Loomis that because "sociology is concerned with norms which determine what is evaluated as just or unjust, true or false, and beautiful or ugly or what are considered appropriate responses to these evaluation" [1] new approaches to the implementation of social studies is necessary.

The Federal Government of Nigeria, on noticing the significant role social studies can play in national unity, has made it obligatory that Nigeria's philosophy of education should be "based on the integration of the individual

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1. Piper, page 31

into a sound and effective citizen..." [2] Surely no subject seems to be more appropriate than social studies for the attainment of these objectives.

Other objectives of education stressed by the national philosophy of education are that education should lead to the

(i) acquisition of respect for the worth and dignity of the individual;

(ii) acquisition of faith in man's ability to make rational decisions;

(iii) acquisition of moral and spiritual values in interpersonal and human relations;

(iv) acquisition of shared responsibility for the common good of society;

(v) respect for the dignity of labour;

(vi) promotion of the emotional, physical and psychological health of all children.

It is pertinent to mention too that the great size and ethnic diversities of Nigeria must have formed strong background to the formulation of all the aforesaid objectives.

(C) Statement of the Problem

More than any other state perhaps, Borno needs encouragement in all fields of human endeavour so as to free itself

2. Federal Republic of Nigeria National Policy on Education

from the debacle of being one of the most back ward states in terms of education. The objective of this study is hence to investigate the extent to which social studies teaching has gone especially regarding contents, context and process.

The infancy of this programme all over Africa makes it all the more necessary for one to inquire from post-primary institutions the kind of problems that inhibit effective implementation.

Whereas it is not possible presently to conduct this reaearch in all subject areas the models and units provided (see appendix) will cater for other subject areas in some ways. The relevance of this subject to the writer's schedules of duty has also been born in mind. It is envisaged that the result of this work will not only lay foundation for future developments but may also throw light on problems of other subject areas.

Furthermore, reports submitted by the senior inspector in charge of this subject seem to suggest that this kind of experiment is long over due. It is anticipated that the writer's personal experience in dealing with this subject in many different capacities will, in a way, contribute to the evolution of new ideas which may be usuful to staff and students.

This work was proposed therefore essentially because "social studies is both more difficult and more rewarding than most other subjects" [3] and because there is need for the social studies teaching staff to acquire the necessary knowledge and skills for the effective implementation of the subject. This is necessary as teachers of this subject are expected to deal with attitudes, prejudices, enthusiasm in the somewhat touchy areas of ethnic traditions, political conviction and other controvertial issues. Thus this project may have its double connotations of offering the teachers some on-the-job training and insight into the practices of social studies. The overall objectives however are as follows:-

(i) To evaluate the implementation of the social studies programme in the classrooms.

(ii) To formulate guidelines for the improvement of the programme.

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3. Piper, page (Forward page V).

CHAPTER 2

METHODOLOGY

(A) Tools

As stated earlier the objectives of the investigation were threefold namely:-

(i) to evaluate the social studies programme in terms of the theoritical constructs of the objectives, curriculum, methods and media and evaluation procedures with special reference to Teachers' Colleges in Borno State.

(ii) to evaluate the implementation of the programme in the classroom.

(iii) to formulate guidelines for the improvement of the programme.

It is evident that the third objective which is the ultimate goal of the study, could be realised only by achieving the first two. In order to evaluate the programme from the points of view suggested in the above objectives, the investigator had to collect data regarding strenght and weakness of the programme with respect to the major dimensions indicated. It was decided that the theoritical aspects covered by objective I may be evaluated by gathering the opinions of experts of social studies. With this end in view a questionnaire on social studies programme was developed. Similarly for evaluating the implementation of the

programme in actual classrooms a check list was adopted from piper's book to rate the various aspects of the teaching - learning procedures adopted in the colleges. The procedure followed in the construction of those tools are described below:

(a) Questionnaire on the Social Studies Programme:

(i) Determining the major aspects to be evaluated:

The first step in developing the questionnaire was to analyse the programme with a view to determine the major dimensions to be evaluated for every course of action in education, if it is designed in a systematic way there ought to be four major aspects. These are (i) objective envisaged (ii) the content or curricular programmes designed (iii) the methods and media and environmental factors involved in the implementation of the programme and (iv) procedures adopted with a view to give feedback through formative and summative evaluation done on the basis of the predetermined objectives. With this general contention it was examined whether these dimensions were to be further analysed or synthesised to suit the requirements of the special features of the social studies programme under study. With this end in view, a thorough study of the philosophy and contents of the programme was made. While doing so, a number of experts in the

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field of education in general and special areas such as curriculum planning, educational technology and evaluation in particular were consulted. Their suggestions and opinions were considered while finalising the dimensions to be included in the formulation of the questionnaire.

In the light of the above planning it was decided to include six major aspects in the tool. These were:-

(i) objectives
(ii) curriculum
(iii) methods of instruction including evaluation procedures
(iv) teacher competency
(v) school facilities and
(vi) involvement of the community.

Such a regrouping was made because of justifiable reasons. Evaluation procedures were combined with methods of instruction as evaluation is considered in modern educational technology as integral part of teaching and learning. As the social studies programme is based upon a new outlook of integrating the different social sciences and arts with the society as the nucleus, the working teachers who had never been exposed to such a philosophy at the time of their educational career are likely to find difficulties. They have to be intimated to this new programme and properly

oriented to the methods and media that would help in achieving the outcomes.

The success of a new programme depends to a large extent on how far the personnel who are expected to implement it have been made competent for the purpose. This was the rationale behind including teacher competence as fourth dimension to be evaluated.

Again social studies as a new descipline could be effectively implemented only if two environmental forces are favourable to it. The first is the facilities available at the school itself and the second is the amount of interaction with the community. The latter is of special significance for social studies because of its integrated approach, centering every teaching - learning activity round the activities of the community. Hence school facilities and community involvement also were considered for inclusion among the dimension to be covered by the questionnaire.

After thus fixing the major aspects to be studied the nature of the items to be included was determined. Discussion with experts and examination of similar studies showed that statements to be rated by respondents on a five point scale on the basis of their agreement to it will be

suited for the purpose. The points of rating were fixed as strongly agree, agree, undecided, disagree, and strongly disagree.

(ii) Determining the minor aspects to be covered by each item:

The next step was to write items covering the six dimensions mentioned above. In order to do so, the major aspects were further analysed into the important minor aspects involved. For example, the objectives formulated for a programme are normally considered suitable if they cover all the desirable objectives to be realised, if these are stated properly in clear and operational terms so that the executors of the programme can understand them meaningfully, if they are suited to the developmental status of the learners and if they are achievable in the available environmental context. Therefore while constructing items for evaluating the dimension 'objectives' of the programme, these aspects should be represented. In the same way the other dimensions also were analysed. Experts were consulted during this stage to see whether these aspects arrived at were really relevant and comprehensive.

(iii) Preparation of items:

With this detail in view, items were written to cover

all of them in the form of statements. The items prepared were of two types: (i) those reflecting possible strong points of the programme and those reflecting possible weak points of the programme. This was done so in confirmity with the common procedure adopted in the standardisation of questionnaires, by which bias to any one direction is ruled out. To start with sixty items were thus written. Then each statement was scrutinized with the following criteria in mind:-

(i) Does the statement really reflect the aspect at hand?
(ii) Is it stated in operational terms?
(iii) Is the language simple and clear enough?
(iv) Is it an unnecessary duplication of another statement?

This scrutiny was first made by the investigator for an initial refining and on the basis of this forty five items were retained. These items were then shown to five experts and they were requested to evaluate them independently on the basis of the suggestions, eleven items were dropped and some items were further refined. In the final form, the questionnaire included 34 items covering the six dimensions. The distribution of these items is indicated

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below in table 1.

Table 1. Details regarding the distribution of items in the questionnaire on social studies programme.

Serial Number	Major Aspects	Number Of Items
1.	Objectives	8
2.	Curriculum	5
3.	Methods and Media	5
4.	Teacher Competency	5
5.	School Facilities	6
6.	Community Involvement	5
	Total	34

(iv) Marking Scheme.

The marking scheme of the questionnaire was also decided in advance. Thus scores were decided for each

point of the positive items (those reflecting the strong points) as follows:-

strongly agree 3, agree 2, disagree 1, strongly disagree 0, undecided to be neglected. It is evident that a negative statement reflecting a weak point of the programme will have score in the opposite order. That is, strongly agree 0, agree 1, disagree 2, and strongly disagree 3 (this is because a strong disagreement of that statement indicates that the respondent strongly feels that the programme is successful in that particular aspect.

(v) Validity and Reliability.

The validity and reliability of the questionnaire were not determined statistically for practical considerations. But from the description of the procedure adopted it will be evident that care had been taken at every point to ensure validity and reliability. Validity of this too indicates its ability to measure what is intended to measure. It was with this end in view that a thorough and objective analysis of the programme was made and the aspects spelt out. The evaluation by experts of the items from the point of view of creteria (i) and (ii) namely whether they reflect the aspects at hand and whether they were stated in operational terms was attempted for further guarantee of validity.

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Reliability is reflected in the consistency of scores at repeated administrations. Inconsistency of scores is mainly due to lack of clarity and objectivity of the items included. The stress on writing the statements in operational terms, in stating them in clear and simple language and in giving clear instructions for responding was given mainly with reliability in mind. The expert evaluation of the items has ensured high reliability, though statistical evidence has not been attempted.

After finalising the statements, the items for gathering the details of the respondents and clear instructions were also added. The questionnaire in its final form was got cyclostyled and copies taken. A sample coy of the questionnaire is given as Appendix I.

(B) Check-List for Evaluating Classes.

As indicated earlier classroom implementation of the programme was evaluated by a check-list. The check-list was preferred for the purpose as the rating had to be made while observing the class. With this scale, each creterion observed for evaluation could be checked there and then.

(1) Components for Assessment.

This check-list was adopted from Piper's book. This adoption was considered necessary because it was designed as that of the questionnaire. The totality of the performance of class was analysed into its major components as done in the case of the other tools. In this process also, expert opinion was gathered for guidance. On the basis of the analysis and the discussion, four major components were noted and accepted for assessing a lesson. These were:-

(i) Goals
(ii) Format
(iii) Progress and
(iv) Outcomes

It was felt also that Piper's sub-division of the major components should be adopted for more objective evaluation. The four major components were split into ten sub-components as per the scheme given below:

(i) Goals	(a) aims and objectives	(b) rationale	
(ii) Format	(a) practicality	(b) design	(c) content
(iii) Progress	(a) student activity	(b) teacher procedures	
(iv) Outcomes	(a) student outcomes	(b) teacher outcomes	
	(c) general outcomes.		

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It is evident from the list of the sub-components that the class was conceived as a teaching-learning process, with due respect for instruction as well as learning.

(2) Items for the check list.

The next step in the design of the tool was to determine the items to be checked under each of the components. This also was done by a thorough analysis of the teaching-learning activities. A number of items were thus listed and these were further scrutinized and refined in the light of the evaluation by experts as done in the case of the questionnaire. These evaluators of the classes had to check by putting a tick mark against 'yes' or 'nO' indicating the presence or absence of the criterion evaluated. In the final form 80 such criteria were included. The details of the distribution of the items are contained in table 2.

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Table 2. Details regarding the distributing of the items in the check list.

Serial Number	Major Components	Sub-Components	Number Of Items
1.	Goals	(a) Aims and Objectives	6
		(b) Rationale	6
2.	Format	(a) Practicality	13
		(b) Design	10
		(c) Content	11
3.	Progress	(a) Student Activity	12
		(b) Teacher Procedure	7
4.	Outcomes	(a) Student Outcomes	5
		(b) Teacher Outcomes	6
		(c) General Outcomes	4
	Total		80

(3) Rating Procedures.

It was decided that on the basis of the checking of each of the items in a sub-component, it would be rated on

five point scale. For convenience, the score for the rating was decided as 2 scores for one point. This is if the rating of sub-component was 3 the score would be 6. This means that the maximum score for one sub-component would be 10. Thus the total maximum score for a lesson was fixed to be 100.

(4) Validity and Reliability.

As in the case of the questionnaire validity and reliability were not determined statistically. But by contrast interaction with experts and by maintaining purposiveness, objectivity, and clarity at each stage, validity have been ensured.

A sample of the check list is given as appendix II

(B) SAMPLE

As indicated in the beginning the study was centered around the Teachers' Colleges of Borno State. The state has 23 Teachers' Colleges, all under government management. By way of nature of the locale 11 are located in urban areas and 12 are in rural areas. Three Secondary School

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were involved in the exercise as it was felt that there was necessity for investigations to be carried out there too. Three government secondary schools participated. A list of the institutions with the nature of the localities is given in table 3.

TABLE 3: A LIST OF THE INSTITUTIONS SHOWING THE NATURE OF LOCALITIES

1. Borno Teachers College	Maiduguri	Urban
2. Women Teacher College	Maiduguri	Urban
3. Arabic Teacher College	Maiduguri	Urban
4. Day Women Teachers College	Maiduguri	Urban
5. Government Teachers College	Damaturu	Rural
6. Government Teachers College	Waka	Urban
7. Government Teachers College	Bama	Urban
8. Government Teachers College	Pokiskum	Urban
9. Women Teachers College	Ngoshe	Rural
10. Government Teachers College	Gashua	Rural
11. Government Teachers College	Gwoza	Rural
12. Government Teachers College	Damboa	Rural
13. Government Teachers College	Ngamdu	Rural
14. Government College	Maiduguri	Urban
15. Government Girls College	Maiduguri	Urban
16. Government Secondary School	Shani	Rural

It was decided that questionnaores should be handled (responded to) by the social studies experts of all the Teachers' Collleges and that one lesson from each college and at least three lessons from three secondary schools be evaluated by the investigator himself. But out of the 23 Teachers' Colleges 10 could not respond to the request owing to unavoidable practical difficulties. Of the 13 colleges that responded two institutions had two experts. Hence 15 questionnaires were received from the Teachers Colleges, 3 were received from secondary schools. Altogether 13 classes were evaluated using the check list.

(C) Collection And Tabulation of Data

The questionnaires and check lists were sent to the principals mostly by the investigator himself but partly by messengers with clear instructions and guidelines for recording the responses and for rating the classes.

The questionnaires and check lists received back were scored according to the scoring scheme and described earlier. The scores were tabulated for further analysis. The results of the analysis are contained in Chapter III

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CHAPTER 3

ANALYSIS AND RESULTS

As indicated in chapter 1 the study was designed and executed with these objectives in view. They were:-

(i) to evaluate the social studies programme in terms of the theoritical constructs of the curriculum, methods and media and evaluation procedures with special reference to Teachers' Training Colleges of Borno State

(ii) to evaluate the implementation of the programme in the classroom

(iii) to formulate guidelines for improvement of the programme

While analysing the data gathered these objectives were borne in mind. The procedure of the analysis and the results obtained are summarised in the following paragraphs.

(a) Analysis of the Responses of the Questionnaire

As pointed out in chapter 2, the responses of the questionnaire were scored using the scoring scheme determined while constructing the tool. The first step was to arrive at the total score for each questionnaire and to find out the average score which will give a general idea of how the programme in its totality is evaluated by the experts who responded to the questionnaire. The maximum

score possible for an items being 3 the maximum total score is 102. Hence the individual scores were obtained as 102. This being an inconvenient number the scores were converted into percentages for easy comparison and the average was also modified accordingly. The details are given in table 6.

Table 4. Details regarding the total score of the questionnaire and the average percentage.

Serial Number	Score (104)	Percentage	Remarks
1.	42	41.16	Average =
2.	33	32.34	$\frac{608}{15}$ =
3.	33	32 .34	
4.	25	24.50	40.53
5.	27	26.46	
6.	61	59.78	Average percent
7.	44	43.12	
8.	53	51 .94	39.72
9.	44	43.12	
10.	43	42.14	
11..	25	24.50	
12.	58	56.84	
13.	42.	41.16	
14.	39	38.22	
15.	39	38.22	
Total	608		

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It is seen that the average score percentage of the responses is only 39.72 approximately 40. This is considerably less than even 50%. This indicates that the evalutors who assessed the krogramme for its desirability and practicality in general are of the opinion that the programme has more weak points than strong points.

After thus getting an idea of the rating regarding the programme in its totality an attempt was made to study the opinion of the experts regarding the six major aspects studied. For this, the score of each of these aspe cts was noted and the average determined in terms of percentage for easy comparison the averages were converted to percentages. The results of the analysis are given in table 5.

Table 5. Details of the scores on each of the six major aspects of the social studies programme.

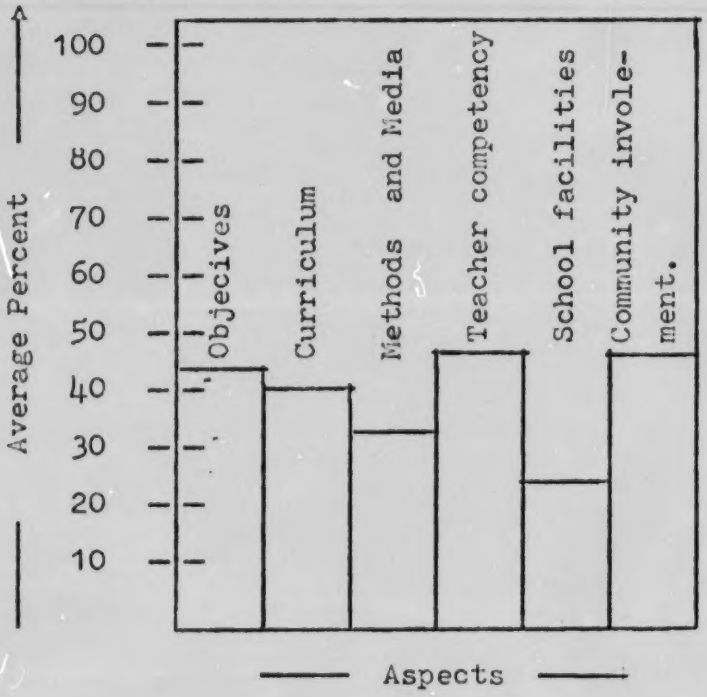
Serial Number	Aspect	Maximum Score	Average Score	Percentage of the average
1.	Objectives	24	9.4	39.2
2.	Curriculum	15	5.7	37.8
3.	Methods and Media	15	4.8	32.10
4.	Teacher Competency	15	7.1	47.6
5.	School Facilities	18	5.3	29.6
6.	Community Involvement	15	8.2	54.6

It shows that out of the six aspects studied, only one namely community involvement has an average score above 50%. The least score is for school facilities (with a score as low as 29.6%) with methods and media (32.10%) coming next.

The indication is that if the programme is to succeed, the utmost proirity has to be given for improving school facilities and in adopting more effective methods and media. This may also be an indication that effective methods and media are not implemented because of the absence of facilities. Though the three remaining aspects namely, objectives, curriculum and teacher competency have better scores compared with the two, their positions also are not satisfactory as revealed by the scores being less than 50% of the maximum expected. In short, all aspects of the programme need special attention.

A histogram showing the relative positions of average scores of the six aspects under study is given in Diagram 1.

Diagram 1. Histogram representing the average scores for the six aspects.



The third plan of the analysis of the questionnaire was aimed at locating the individual items having the highest and lowest scores. For this purpose the average score for each item was determined and it was converted into percentage. None of the 34 items have scores above 75%; that is beyond the last quartile. At the same time seven

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items have scores below 25%; that is they are below the first quartile. In other words then seven items indicate the weakest links in the social studies programme. These in the ascending order of scores are given in table 6.

Table 6. The details of items having scores below 25%.

Serial Number	Item Number	Content of the item	percentage
1.	24	School Facilities	13.3
2.	28	Facilities (Teacher renumeration	17.8
3.	18	Modern techniques of evaluation	17.8
4.	1	Clarity of objectives	22.2
5.	4	Practicality of objectives	22.2
6.	6	Suitability of content	24.4
7.	22	Knowledge of techniques of evaluation	24.4

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These items were the ones that require the maximum attention when remedial steps are taken for improving the efficiency of the programme.

The items that have scores above 60% are listed in the descending order of the scores in table 7.

Table 7. The details of items having scores above 60%.

Serial Number	Item Number	Content of the item	Percentage
1.	29	Community Involvement	69
2.	33	Community Involvement	64.4
3.	32	Community Involvement	62.2
4.	27	Teachers Knowledge	60.0

As mentioned earlier, even these items though they have the highest scores they do not show satisfactory degree of the strong points of the programme.

(b) Analysis of the results of the check list

The method of analysis adopted in this case was also almost similar to the previous one. The check lists were

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scored on the five point score for each class was determined. The details of the analysis are given in table 8.

Table 8. The details regarding the total scoring of the check lists.

Serial Number	Score	Remarks
1.	70	
2.	68	Average Score
3.	52	= $\frac{840}{14}$ = 60
4.	76	
5.	56	(60%)
6.	58	
7.	72	
8.	70	
9.	48	
10.	56	
11.	64	
12.	34	
13.	56	
14.	60	
Total	840	

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It is seen that the average showing the degree of perfection of the implementation stage is 60%, that is 10% above the mid point. Compared with the low average obtained for the questionnaires, this is rather high. The discrepency noted may be explained in terms of the evaluation considering the limitations of the teacher. For example, the lowest score on the quesionnaires were associated mainly with the poor school facilities for the teacher, while media difficult for evaluating the class it was natural that these limitations were taken for granted and the performance rated in the light of these limitations. In that case the ratings have to be higher than they out to be if the limitations were not taken for granted. Further, since the teachers knew in advance that the classes were going to be observed they might have made thorough preparation over and above what they normally would be doing.

The next step was to determine the average score (percent) for each of the ten components included in the check list as well as that for each of the four major components. The results of this analysis are contained in table 9.

Table 9. Details regarding the score percent on the components rated by the check list.

Serial Number	Sub-components	Score %	Score for the Major components	Major components
1.	Aims and objectives	65.7	59.3	Goals
2.	Rationale	52.9		
3.	Practicality	62.9		
4.	Design	44.3	58.1	Format
5.	Content	67.1		
6.	Student activity	60.0		
7.	Teacher activity	54.3	57.2	Progress
8.	Student outcomes	72.9		
9.	Teacher outcomes	58.6	62.4	Outcomes
10.	General outcomes	55.7		

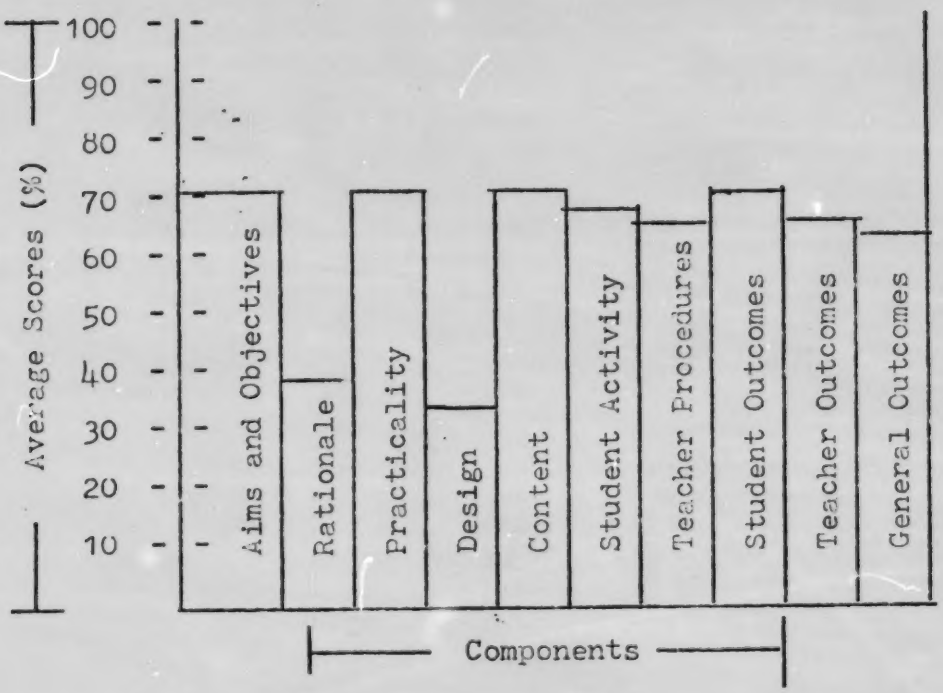
It is seen that of the four major components progress which involves student activity and teacher procedures get the minimum score while 'outcomes ' has the maximum score. The comparitively low average for the former component is in line with the findings derived from the questionnaires, where it was noticed that due to lack of school facilities teachers are not able to design proper methods and media.

But how in spite of this phenomenon the outcomes which is the ultimate goal envisaged got the highest score is rather confusing. A valid explanation for this discrepancy cannot be given with the available data.

The averages got for the sub-components also substantiate the previous findings. The two variables that got the lowest averages are 'design' and 'teacher procedures'. In the light of the lack of facilities in schools, as revealed by the analysis of the questionnaire, the teachers cannot design the classes properly and adopt effective instructional procedures. The low score obtained for the rationale of goals also may be reflected in the design and teacher procedures because without properly internalizing the rationale of the objectives, the teacher cannot plan formative evaluation techniques which form an integral part of the design and instructional strategies.

A histogram showing the averages scored by the ten sub-components is given in Diagram 2 for easy comparison.

Diagram 2. Histogram showing the average scores (%) of the 10 sub-components.



C. Guidelines for the improvement of the programme:

The analysis of the responses of the questionnaires and the results of the ratings made in the check-list have thrown much light on certain weak points that stand in the way of proper implementation of the social studies programme. The former has shown that the programme in general has

limitations in the present context of environmental facilities. On the basis of the findings which have been indcated in the first two sections of the analysis, the following guidelines have been enumerated for making the programme more effective and feasible.

1. If the programme has to be successfully implemented the teacher will have to design and execute modern methods and media including effective evaluation procedures. But this is possible only if the schools can provide the required facilities. It has been noted from the responses of the experts that the programme is weakest in this respect. As the social studies programme aims at bringing about effective (emotional) changes in the learner by way of developing desirable attitudes and interests, the learning experiences should be more learner-centered, in which the students should involve himself in active participation of social life. This warrants new strategies of instruction implemented with the help of both hardware and software techniques.

The place of telling methods should be taken up by more dynamic methods that involve planning of projects to be supplemented by seminars, discussions, film shows,

field trips, exhibitions and community development projects. When we think of facilities all then have to be taken into account. Unless provisions are made for such innovations in the designing of instructional strategies, mastery learning of the subject that leads to the realisation of the predetermined goals to the maximum will be quite impossible.

2. The suggested innovative methods of instruction warrants a new outlook towards the programming of teaching-learning activities. The rigidity in the curriculum time-table and evaluation procedures (which is mostly restricted to the terminal and annual written examinations of the traditiona type) will stand in the way of successful implementation of the social studies programme. As indicated earlier this programme requires more activities external to the four walls of the classroom if the effective changes are to be brought about. The curriculum, organization of work and evaluation procedures are to be clearly designed in the light of the above. Curricular and co-curricular activities should be effectively harmonized.

3. Though all the educational activities are to be based upon the instructional objectives the system's approach in education tells us that the system design should take into

serious consideration the environmental factors available. Hence, taking into consideration the maximum facilities that could be made available, even the objectives and the items of the curriculum have to be redefined with scop for flexibility to suit the environmental variations and requirements. This flexibility of curricular provisions and goals is needed most in the case of social studies which is community-centered as well as learner-centered.

4. It has been noted in the analysis that an understanding of the rationale of the objectives are not properly evident at the stage of implementation. It has also been noted that the teachers find it difficult to achieve the objectives because of different reasons. It is certain that the teachers have not been exposed to the philosophy of the social studies approach. The exposure is very essentially required for appreciating the rationale of the objectives envisaged. Without internalizing these rationale, they will not be in a position to innovate these instructional models including strategies for formative evaluation resulting in effective feedback. Therefore a crash programme has to be taken up to involve the teachers of social studies in an indepth training scheme which would help them to internalize the philosophy and rationale of the programme as well as the innovations in the new methods and media which entirely

different from those of the traditional classroom instruction. The precedures for evaluating the effective changes by variety of techniques also have to be mastered by them. Official recongnition of weightage for the results of such evaluational procedures also is required if they are to be properly implemented.

CHAPTER 4

SUMMARY OF PROCEDURES, FINDINGS AND SUGGESTIONS

(A) The Study in Retrospect.

The present study as indicated several times earlier, was designed to evaluate the social studies programme now in vogue in Borno State. The study was designed in such a way that this could be done with special reference to the Teachers' Colleges and be approached from two angles, namely

(i) by gathering the critical views of subject experts regarding the objectives, curriculum methods and media including evaluation procedures, teacher competency, school facilities and community involvement (This was meant to evaluate the theoritical constructs of the programme when assigned from practical point of view) and;

(ii) by assessing how far the programme is being implemented in the classroom, in terms of goals, format, progress and outcomes.

It was also envisaged that the results of these two aspects of evaluation of the programme should lead to the formulation of guidelines for improving it.

In the light of the above decission, the following objectives were formulated:

Objectives

1. To evaluate the social studies programme in terms of the theoritical constructs of the objectives, curriculum, methods and media and evaluation procedures with reference to the Teachers' Colleges of Borno State.
2. To evaluate the impleme ntations of the programme in the classroom.
3. To formulate guidelines for the improvement of the programme.

Collection of data.

The data regarding the evaluation of the theoritical constructs were colle cted by a questionnaire developed for the purpose by the investigator. Six major aspects, namely obje-ctives, curriculum methods and media including evaluation, teacher competency, school facilities and community involvement were evaluated through 34 statements rated on a five point scale.

The data regarding the classromm implementation were gathered by observing classes and checking 80 different criteria contained in a check-list designed for the purpose. Ten different components, namely aims and objectives, rationale of objectives, practicality of the format, design, content, student activities, teacher procedures,

student outcomes, teacher outcomes and general outcomes were rated on a five point scale based on the criteria checked.

Some Principals and teachers of eighteen post-primary institutions, fifteen of which were Teachers' Colleges, of Borno State made the ratings and evaluations.

Analysis.

The responses in the questionnaires and the ratings in the check-list were quantified using predetermined scoring schemes and the scores obtained were subje-cted to statistical analysis. The mean scores for the total scores as well as the aspects/components involved were determined and comparisons made. On the basis of the findings resulting from the analysis a set of guidelines for improving the programme were involved.

Summary of findings

1. In the opinion of the experts who made the assessment, the social studies programme in general exhibits weakness rather than strength as indicated by the average scores of the responses in the questionnaire, which is far below 50%.

2. Of the six aspects studied by the questionnaires

all aspects except community involvement have scores below 50%, school facilities and methods and media having the lowest average. For objectives and curriculum the average is less than 40% also.

3. Of the individual items of the questionnaire, 7 items associated with school facilities, methods and media, objectives and curriculm have average scores below 25%.

4. Analysis of the check-list shows that, generally the implementation side is better when compared with what was found regarding the theoritical constructs.

5. Of the ten components studied under goals, format, progress, and outcomes of the lesson, design of the lesson by the teacher, rationale of objectives and teacher procedures have got the lowest scores.

Suggestions:

1. If the programme is to realise the goals for which it has been introduced, innovative methods and media including a variety of evaluation techniques have to be followed. Curricular and co-curricular activities should be harmonized with a view to achieve the effective behavious changes. A variety of learning experiences within and outside the classrooms have to be designed with the help of hard are and software techniques.

2. In order to enable teachers of the subject to

formulate and execute strategies of instruction in the lines suggested above, facilities should be provided in schools. In the absence of school facilities, the programme cannot be satisfactorily implemented.

3. Considering the nature of the programme which has to be community-centered, provision should be given for more flexibility in the curricular requirements and evaluation procedures.

4. In the light of the environmental facilities the objectives have to be redefined and the contents of the curriculum redesigned.

5. A variety of evaluation techniques other than the traditional written tests should be used to evaluate the effective changes in the learners. Credit should be given to the results of this evaluation.

6. The philosophy of the programme, the rationale behind the objectives and the need for innovations in methods and media have to be internalized by teachers. As the present teachers have not been exposed to this approach at the time of their educational careers, thorought and efficient orientation has to be given in various aspects associated with the implementation of the programme.

7. An expert body should study the programme in more details with a wider sample and make recommendations for its redesiging.

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APPENDIX I

QUESTIONNAIRE ON SOCIAL STUDIES PROGRAMME

Name of institution
Name of respondent
Position
Qualifications

This questionnaire is intended to make a study regarding the social studies programme in vogue with a view to locate problems and difficulties and to suggest steps for improving it. This is purely of academic nature and the opinions expressed by the respondents will not be revealed for any other purpose. What is required is the free and objective opinion of the experts. You are therefore requested to express your real opinions so that the findings will be valid. Instructions for responding to the items are given below. Read the instructions carefully and record your responses as indicated.

Five columns are given against each item with the following titles:-

(i) Strongly agree
(ii) Agree
(iii) Undecided
(iv) Disagree
(v) Strongly disagree

Read each statement and record your opinion by ticking (✓) at the appropriate column.

1. The educational objectives of teaching the different units in social studies are clearly indicated in the

curriculum.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

2. The objectives specified are suitable for the realisation the objectives of the social studies programme

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

3. The objectives specified are realistic and can be achieved by teaching the units.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

4. The objectives envisaged are not at present achieved because of practical dificulties.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

5. The objectives of the programme are desirable from the point of view of the cultural backgrounds of Borno State.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

6. If the programme is implemented this could certainly make the learner a better citizen.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

7. By the social studies programme the students do not get deep knowledge in any of the related subjects.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

8. In order to achieve appreciable success national objectives for teaching social studies should sometimes differ from local objectives.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

9. The content of the social studies curriculum are suited for the realisation of the objectives envisaged.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

10. The contents included in the syllab: for the various forms are usited to the level of maturity of the students.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

11. The unmber of units included in the social studies curriculum is so large that the teacher cannot get enough time to do justice to the expected outcome.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

12. Social studies programme can be implemented in the first two classes (Forms I & II) and then stopped.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

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13. Social studies should be a compulsory discipline for all learners at all stages of education so as to ensure achievements of the required objectives.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

14. The social studies teacher does not plan co-curricular activities which would help in realizing the deep level objectives.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

15. Social studies teachers normally use only the traditional method of teaching.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

16. The traditional method of examination is not suited to evaluate the deep level objectives of the social studies teaching.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

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17. As evaluation is done by written tests the social studies teacher cannot evaluate most of the objectives envisaged.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

18. Use of techniques such as observation, continuous assessment, rating scales etc., are not at present used by teachers to evaluate behavioural changes of students.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

19. The social studies approach is difficult for the ordinary teacher who is a specialist in one or two related subjects like history, geography, economics, sociology etc

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

20. The social studies teachers are mostly ignorant of the philosophy and methodology of the social studies programme.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

21. Sufficient in-service training has not been given for teachers in the techniques of teaching suited for social studies programme.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

22. The social studies teachers are not familiar with the suitable techniques of evaluating the deep level behavioural changes envisaged.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

23. The social studies teachers are not aware of the objectives of the social studies programme.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

24. The institution has the required facilities to teach the units effectively so as to realise the objectives envisaged.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

25. In the present set up more student participation cannot be ensured for want of facilities.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

26. Because of want of time learner-centred methods cannot be planned for the teaching of social studies

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

27. With present rigid time table it is difficult to plan co-curricular activities.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

28. Low remunerations for social studies teachers stand in the way of proper implementation of this programme.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

29. The newly established Day Secondary School system (non-boarding) has brighter prospects for the social studies programme especially regarding community involvement.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

30. The existing relationship between the institutions and the communities does not suit the innovative procedures suggested in the social studies programme.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

31. Most of the objectives of the social studies programme would be realized better if there were common language and common culture all over the nation.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

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32. The institutions immediate communities are keen to participate in social studies programme only if they are financially or materially rewarded by the institutions.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

33. The communities do not demand any reward. They just feel it is honour to participate.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

34. The present distribution of students (local government by local government) inhibits implementation of the social studies programme greatly.

(i) strongly agree
(ii) agree
(iii) undecided
(iv) disagree
(v) strongly disagree

APPENDIX II

A MODEL FOR EVALUATING A UNIT OF INSTRUCTIONAL MATERIAL MODEL AND CHECK-LIST.

NAME OF SCHOOL: UNIT TAUGHT:
NAME OF TEACHER: CLASS VISITED:

1. GOALS

(A) AIMS AND OBJECTIVES	(i)	Does the unit have a clearly defined set of Aims and Objectives? YES ☐ NO ☐
	(ii)	Are these adequate in scop and defination? YES ☐ NO ☐
	(iii)	Are they acceptable in terms of the aims and objectives of the course as a whole? YES ☐ NO ☐
	(iv)	Are they acceptable in terms of the teachers perceived aims and objectives? YES ☐ NO ☐
	(v)	Are the aims and objectives realistic (i.e., does it seem reasonable to expect they will be achieved by the materials)? YES ☐ NO ☐

(vi) Are there limitations/deficiencies in the statement of aims and objectives not covered in your answers to the questions? YES ☐ NO ☐

Rating: Aims and Objectives I I I I I
1 2 3 4 5

(B) RATIONALE

(i) Is a rationale for the unit provided? YES ☐ NO ☐

(ii) Is the rationale clearly and convincingly argued? YES ☐ NO ☐

(iii) Is the rationale adequate in explaining

(a) the reasons for the choice of content for the unit? YES ☐ NO ☐

(b) the educational/pedagogical principles underlying the development of the aims? YES ☐ NO ☐

(iv) Is the rationale consistent with the aims and objectives of the unit? YES ☐ NO ☐

	(v) Are there limitations/deficiencies in the rationale not covered in your answers to the questions? YES ☐ NO ☐ Rating: Rationale. I I I I I 1 2 3 4 5
2. FORMAT	
(A) PRACTICALITY	(i) What is the cost of the unit? ..... (ii) Are there funds available to meet the cost? YES ☐ NO ☐ (iii) Is the cost justifiable in terms of (a) Quantity of material? YES ☐ NO ☐ (b) Quality of material? YES ☐ NO ☐ (c) Durability of material? YES ☐ NO ☐ (d) Expected teacher/pupil gain YES ☐ NO ☐ (iv) Are there any further costs involved (i.e., repurchase of workbooks)? YES ☐ NO ☐

(B) DESIGN	(i) Is the material attractively presented? YES ☐ NO ☐
	(ii) Does the material communicate effectively? YES ☐ NO ☐
	(iii) Is the material structured in a manner likely to facilitate teaching/learning? YES ☐ NO ☐
	(iv) Does the material lend itself to a variety of teaching approaches/strategies? YES ☐ NO ☐
	(v) Is the material appropriate for the students for whom it is intended? YES ☐ NO ☐
	(vi) Is the material adaptable to the individual needs of students? YES ☐ NO ☐
	(vii) Are there supplementary materials for the more able students? YES ☐ NO ☐

	(viii)	Are there remedial materials for the slow learners? YES ☐ NO ☐
	(ix)	Are you aware of alternative designs which if issued will be more effective? YES ☐ NO ☐
	(x)	Are there limitations/deficiencies in the design not covered in your answers to the above questions? YES ☐ NO ☐
	Rating:	Design. I I I I I (1 2 3 4 5)
(C) CONTENT	(i)	Is the content sufficiently important/ valuable/worth-while to warrant its inclusive in the curriculum? YES ☐ NO ☐
	(ii)	Is the content acceptable to (a) the students? YES ☐ NO ☐
		(b) the teacher? YES ☐ NO ☐
		(c) the community? YES ☐ NO ☐

(iii) Is the content relevant to the need of

(a) the students ? YES ☐ NO ☐

(b) the teacher ? YES ☐ NO ☐

(c) community ? YES ☐ NO ☐

(iv) Is the content likely to appeal to/interest

(a) the students ? YES ☐ NO ☐

(b) the teacher ? YES ☐ NO ☐

(v) Are there limitations/deficiencies in the materials not covered in your answers to the above questions ?

YES ☐ NO ☐

(vi) Are you aware of alternative materials which would be more effective ?

YES ☐ NO ☐

Rating: Content.

I	I	I	I	I
1	2	3	4	5

65

3. PROGRESS	
(A) STUDENTS ACTIVITIES	(i) Is there adequate provision for activities in the unit? YES ☐ NO ☐
	(ii) Are these activities clearly described in terms of students behaviours? YES ☐ NO ☐
	(iii) Are alternative/additional activities suggested? YES ☐ NO ☐
	(iv) Are all equipment necessary for carrying out these activities included with the materials or readily available to students? YES ☐ NO ☐
	(v) Do these activities involve extra cost to the school/the students? YES ☐ NO ☐
	(vi) Are these activities practical in terms of school organization/facilities/ equipments? YES ☐ NO ☐

(vii) Do the activities contribute significantly to the learning experience of students ? YES ☐ NO ☐

(viii) Are there special skills/demands required of students ? YES ☐ NO ☐

(ix) Do they possess these skills/can they respond to these demands? YES ☐ NO ☐

(x) If not, do the materials provide for training in these special skills/ demands ? YES ☐ NO ☐

(xi) Are the activities likely to interest the students ? YES ☐ NO ☐

(xii) Are there limitations/deficiencies in the students activities not covered in answers to the above questions ? YES ☐ NO ☐

Rating: Students Activities.

I	I	I	I	I
1	2	3	4	5

(B) TEACHER PROCEDURES	(i) Are there special skill required of these teachers? YES ☐ NO ☐
	(ii) If so, does the teacher possess these special skills? YES ☐ NO ☐
	(iii) Does the unit make unreasonable demands on the teacher? YES ☐ NO ☐
	(iv) Does the teacher feel competent to handle the materials? YES ☐ NO ☐
	(v) Are the materials appropriate to the teaching strategies/approach employed by the teacher? YES ☐ NO ☐
	(vi) Are these special requirement which would limit the usefulness of the unit or render it impractical? YES ☐ NO ☐
	(vii) Are there limitations/deficiencies in the unit in terms of teacher procedures not covered in your answer to the above questions? YES ☐ NO ☐

	Rating: Teacher Procedures. I I I I I 1 2 3 4 5
4. OUTCOMES	
(A) STUDENTS OUTCOMES	Are there benefits/gains for the students in terms of (i) knowledge/understanding ? YES ☐ NO ☐ (ii) skills ? YES ☐ NO ☐ (iii) attitudes/values ? YES ☐ NO ☐ (iv) interests ? YES ☐ NO ☐ Rating: Students Outcomes. I I I I I 1 2 3 4 5
(B) TEACHER OUTCOMES	Are there benefits/gains for the teacher in terms of (i) satisfaction ? YES ☐ NO ☐ (ii) Achievement of aims and objectives ? YES ☐ NO ☐

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(iii) better relations with class/pupils?

YES ☐ NO ☐

(iv) better teaching/ease of teaching?

YES ☐ NO ☐

(v) interest?

YES ☐ NO ☐

Rating: Teacher Outcomes. I I I I I
1 2 3 4 5

(C) GENERAL OUTCOMES

(i) Does the unit achieve its aims and objectives?

YES ☐ NO ☐

(ii) Are there unplanned/unexpected outcomes?

YES ☐ NO ☐

(iii) If so, are they acceptable? YES ☐ NO ☐

(iv) Are the benefits/gains superior to those obtained from alternative teaching procedures/alternative materials?

YES ☐ NO ☐

Rating: General Outcomes. I I I I I
1 2 3 4 5

APPENDIX III

SOCIAL STUDIES: UNIT FORM I

MAIDUGURI: OUR STATE CAPITAL TODAY

GENERAL OBJECTIVES: TO INCULCULATE IN THE LEARNER HOW TO APPRECIATE THE HISTORICAL, SOCIO=ECONOMIC AND INFRASTRUCTURAL DEVELOPMENTS THAT FACILITATE CO=EXISTENCE OF PEOPLE WITH DIVERSE ETHNIC BACKGROUNDS:

SPECIFIC OBJECTIVES	CONTENT	MAJOR CONCEPTS	SUGGESTED SKILL	SUGGESTED ACTIVITIES
IA	Our State Capital 1. Location and sizes 2. The Metropolitan boundaries. 3. Communication types.	Relation of capital city with Local Government Headquarters regarding distance and sizes and how long it takes to get to the further/remotest places. The city is only a dot on the earth's surface. There are others. Illustrating relations to other cities using a globe/map.	How to locate Maiduguri on a map of Borno State/Nigeria. How to identify cardinal points from small ones using conventional signs.	How to locate Maiduguri on a map (plan or labbled) other state capitals. What other places could have been considered as suitable capitals. Explaining why it is the capital city.
B	4. Physical Features i) Relief and Drainage. ii) The seasons iii) Plants, animals, and environment i.e., parks and gradens.	Environment has some influence on human, animal and plant lives. Occupations of the people in Maiduguri can be different from other peoples	Identifying relief and drainage features by colours. Interoreting profile of river Kumdugu Gana. Describing savanna plants.	

SPECIFIC OBJECTIVES	CONTENT	MAJOR CONCEPTS	SUGGESTED SKILLS	SUGGESTED ACTIVITIES
				Visit to the main areas of city like the Kyarimi Park, Kumaduku river, and Auno forest observing and applying Thermometer /Anamomentre rain-gauge and weather recording instruments Inquiry about relations/ dependence between climate, drainage and farming.
2A	<u>The People</u> 1. What are the peoples origins ? ii) How do the people lives i.e., (a) staple food (b) mode of dress)c) the peoples houses	Maiduguri was a predominantly Kanuri town.Today there are many ethnic groups. There is a great deal of cultural interaction in the town of Maiduguri.	Determine and locating peoples movements by inquiry. using many scores including the students.	Interviewing the people concerned. Drawing a map of Borno showing Maiduguri and LGA headquarters . showing pictures of formally dressesed people of houses for comparisons.

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SPECIFIC OBJECTIVES	CONTENT	MAJOR CONCEPTS	SUGGESTED SKILLS	SUGGESTED ACTIVITIES
	iii) Beliefs (a) Religious types and their imact on people (b) Laws, Custom and Tradition.	people may difer in their beliefs but they can/do co-exist. Some beliefs melt giving way to new ones.	skill in narrating stories comparing religious beliefs and ways of life many different people spirit of co-existence.	Listing to invited guests or visiting selected groups/comm. students to out to find facts. Dramatizing marriage ceremonies.
2B	Family Life i) Membership of family ii) What each member does iii) Entertainment iv) Festivities and celebrations	peoples family backgrounds still influence them in Maiduguri. Peoples family lives are not far different all over the world.	selecting and analysing facts. Developing linking for other peoples ways of life.	fact-finding on family life reporting and discussing reports. Dramatizing family life showing diversities.
2C	Government and Civic Responsibilities i) Before this century ii) Metropolitan council iii) State Govern ment	there has been a change in and processes of govering the capital city, other towns have different types	choosing and analysing facts, and developing new ideas.	Listing former practices and comparing them with the present. Visiting Metropolitan Council and State House of Assembly.

SPECIFIC OBJECTIVES	CONTENT	MAJOR CONCEPTS	SUGGESTED SKILLS	SUGGESTED ACTIVITIES
2D	Education 1) Pre-colonial education. ii) Modern formal education iii) Primary, Secondary institutions. Post-Secondary.	Practising formal systems and education is the developing world. Implementing social services is never hitchfree.	Inquiry on systems and policies philosphy of education.	Inviting teachers, Inspectors and educationists to speak to students. Students to ask questions.
2E	Creative Expression i) Music and Dancing ii) Local Crafts iii) Wrestling and Boxing (local)	Many peoples have brought customs, traditions and culture which are publicly encouraged.	Listening, comparing and observing wrestling and boxing.	Students listen to their mates singing and dancing. Listening to recorded sound, inviting/visiting the dancers and musicians/wrestling.

SPECIFIC OBJECTIVE	CONTENT	MAJOR CONCEPTS	SUGGESTED SKILLS	SUGGESTED ACTIVITIES
2F	Trade and Transport i) Elements in Trade ii) Systems of Transport iii) Roads, Rail and Motor Roads. iv) Water rivers and lakes v) Airway vi) Horse, donkeys, camels vii) Banking, Telecommunication.	Maiduguri Metropolitan area depends on the one-side works for most things. Thus it has to use different transport systems.	Identifying the systems collecting instructional materials Listening to explanations.	Drawing charts showing inported goods. Visiting Lake Alo, Airport and Rail way stations, post office, inviting company Management staff for briefings.
3.	Economic Activities i) How to earn living ii) Utlizing lakes and iii) rivers for fishing, irrigation and drinking water	Personal and community incomes and social services depends on skill, knowledge and demands. New modern technology can increase productivity but can, in a way discourage aesthetic values.	Respect for Law and order, other peoples ideas and respect for the dignity man and labour.	Comparing old way with recent developments. Visiting the places and observing things. Inviting the old and the new industrialisss ts for inter-action with students

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SPECIFIC OBJECTIVES	CONTENT	MANOR CONCEPTS	SUGGESTED SKILLS	SUGGESTED ACTIVITIES
	iv) Land utility, farming conservation, roads settlements v) Industry: leather work weaving, dying sewing gowns, caps Burnt Bricklaying, shoe-making etc.	Movements of people from one place to the other or from rural areas to urban areas as due to socio-economic and political couses are world-wide phenomena but can be adjusted.	Differentiating early settlers from new ones Respect for peaceful co-existence and cultural ethnic diversity.	Listing down as many ethnic groups as possible. Determining time for arrival and reasons for the movements through interview comparing pre-colonial and current population of Maiduguri. Use graph bar graph) showing annual rate of growth preferably 10 years before and 20 years after independence.
4.	Movement of 1 Political couses ii Social reasons iii Economic reasons.			

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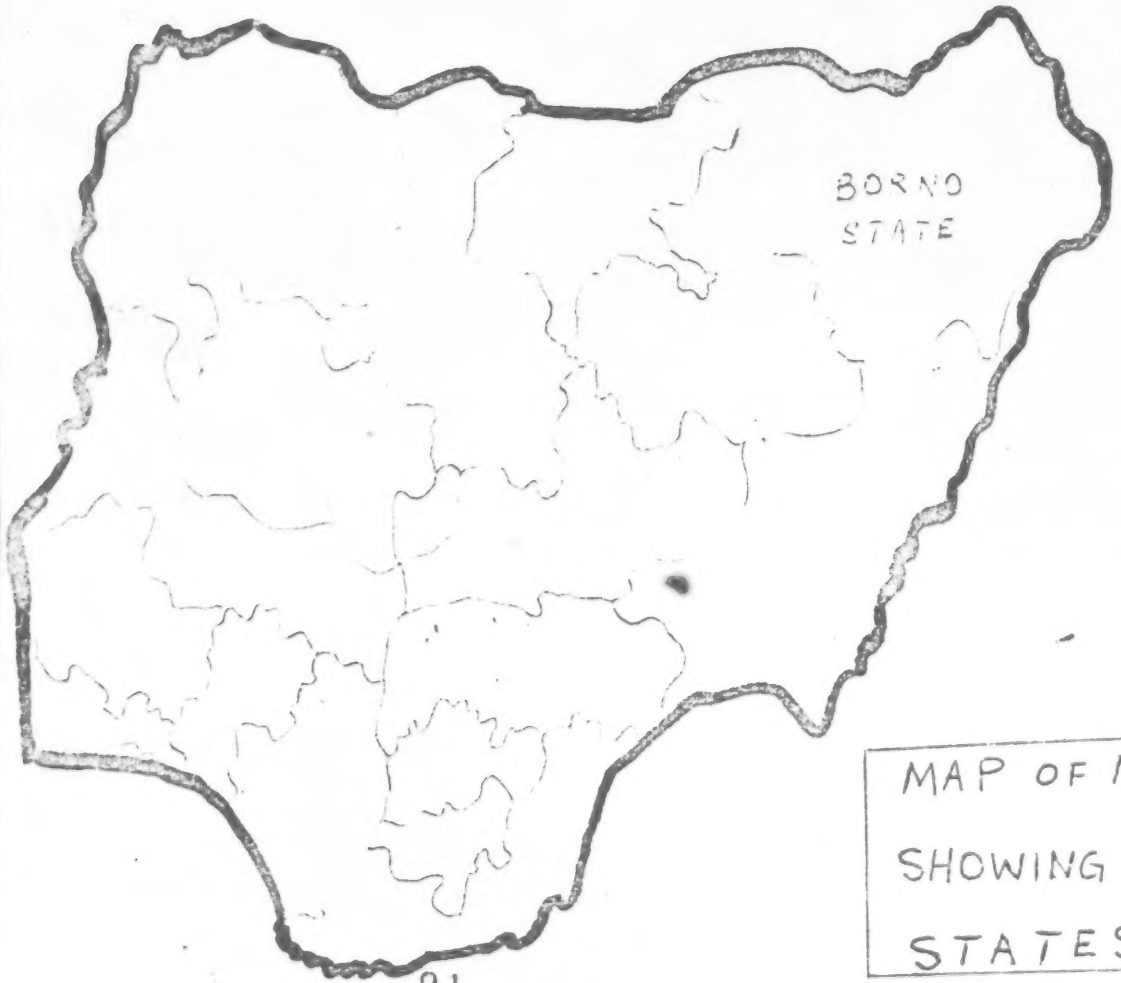
APPENDIX IV

GENERAL MODEL FOR EVALUATION OF SOCIAL STUDIES.

	CONTENT ORIENTED APPROACH	CONTEXT ORIENTED APPROACH	PROCESS ORIENTED APPROACH
KNOWLEDGE	Information (facts, cources terminology, symbols, devices methods & Techniques criteria) Generalizations (principales, trends & relationships models, systems theory) Concepts (historical geographical cultural)	Spatial chronological structural functional causal personal	Remembering (recongnition recall) Understanding (Comprehension application realization)
INQUIRY SKILLS	SURVEYS DOCUMENTS Reference Books Newspapers & periodical photography & illustration cartoons graphs & tables maps & diagrams	Verbal pictorial quanitatives symbolic	Researching the problems processing the data applying the findings.
ATTITUDES/ VALUES	Interests opinions attitudes values belief systems	Behavioural intellectual humanitarian social political	Awareness Interest Acceptance Involvement commitment
(benefits Gains)	CONTENT ORITENTED APPROACH	CONTEXT ORIENTED APPROACH	PROCESS ORINTED APPROACH
SOCIAL SKILLS	Personal Relationships Group participation conduct/behaviour	Interpersonal The small group the school the community	Interaction Cooperation communication decision-making.



MAP OF NIGERIA SHOWING THE 19 STATES.